Perspectives on What Pre-Tenure Faculty Want and What Six Research Universities Provide

a report by

The Collaborative on Academic Careers in Higher Education

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COACHE

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Executive Summary

This report encompasses findings from site visits to six research universities where COACHE staff conducted interviews with 73 people including 19 pre-tenure faculty members, 27 tenured faculty members and chairs, and 27 administrators, to learn more about the issues affecting pre-tenure faculty satisfaction and success.

There were few surprises in our findings of what pre-tenure faculty members want. The six sites in this study are responding to these needs with a variety of policies and practices in each of the key areas, including:

TIME AND MONEY

- Protection from teaching and service
- Leaves
- Financial support for research

CLEAR AND TRANSPARENT TENURE PROCESS AND EXPECTATIONS

- Clear policies and widespread dissemination
- 'How To' workshops
- Formal, annual reviews and thorough mid-term reviews

SUPPORT FOR PROFESSIONAL DEVELOPMENT

- Grant-writing assistance
- Assistance with improving teaching
- Collaborative projects
- Guidance about networking and marketability

A CLIMATE OF COLLEGIALITY AND COLLABORATION

- Formal mentoring
- Informal mentoring
- Chair/senior faculty engagement

QUALITY OF LIFE IN TERMS OF STRIKING A BALANCE BETWEEN WORK AND HOME

- Dual career couples and spousal hiring
- Personal/parental leave
- Stop-the-tenure-clock
- Childcare

WORKPLACE DIVERSITY

- Messages
- Resources
- Recruitment and retention

Preface

We are pleased to release this report and to express our gratitude to the Harvard Office of Faculty Development and Diversity for their support. COACHE and the Office of Faculty Development & Diversity at Harvard have similar missions—to give voice to faculty, build a pipeline of excellent and diverse teacher-scholars, attract and retain those teacher-scholars, promote equity, improve academic climate, stimulate dialogue and share ideas about creating and maintaining an attractive workplace where faculty thrive.

HARVARD'S OFFICE OF FACULTY DEVELOPMENT AND DIVERSITY MISSION

The Office of the Senior Vice Provost for Faculty Development and Diversity (FD&D) works closely with colleagues in the Provost's Office, Deans, faculty and staff leaders across all Schools to aid in the recruitment, hiring, development, promotion and retention of excellent faculty in all departments. Specifically, the Office seeks to:

- Improve Harvard's performance in developing scholars at all stages of the academic career ladder by: building a diverse pipeline; recruiting the very best scholars; providing appropriate career tracks and promoting equitably; and retaining outstanding faculty
- Establish an institutional culture that will sustain this improved performance – a culture that will encourage a more diverse set of talented students to choose academic careers, make Harvard more attractive to this diverse pipeline, and allow all faculty at Harvard to flourish in their careers
- Engage across Harvard and nationally with leading scholars in stimulating dialogues, sharing the best practices, innovations, and future frontiers of faculty development, diversity, and related issues

COACHE MISSION

The Collaborative On Academic Careers in Higher Education (COACHE), housed at the Harvard Graduate School of Education and initially supported by a grant from the Ford Foundation, is a collaboration of colleges and universities committed to gathering the peer diagnostic and comparative data academic administrators need to recruit, retain, and develop the cohort most critical to the long-term future of their institutions.

A core element of COACHE is an electronic survey designed and tested in focus groups and a rigorous pilot study with twelve sites. The COACHE Tenure-Track Job Satisfaction Survey™ provides participating institutions with a management tool that can be used as a powerful lever to improve the quality of work life for pre-tenure faculty. Each section is built to generate a report of not simply "interesting" data, but actionable diagnoses.

COACHE institutional reports have the potential to promote success on all fronts. In brief, each institution's report can lead to: (a) providing enlightened institutional leaders with data to leverage workplace improvements; (b) a reputation as a great place for faculty to work; (c) better questions from and more informed decisions by prospective and current pre-tenure faculty, on and off the tenure track; and (d) ideas and initiatives from pre-tenure faculty that enrich and expand the range of possible improvements.

COACHE PURPOSES

1. To make the academy a more equitable and appealing place for new faculty to work in order to ensure that academic institutions attract the best and brightest scholars and teachers;
2. To increase the recruitment, retention, status, success, and satisfaction of women and minority faculty members;
3. To provoke discussions on campuses about faculty recruitment and retention and the use of COACHE data; and
4. To facilitate the spread of ideas and promising practices in the area of faculty development.

METHOD

We visited six premier research universities that have participated in the COACHE survey in 2005 or 2006, including Brown, Duke, Harvard, Stanford, the University of Virginia, and the University of North Carolina at Chapel Hill, in order to determine: 1) what pre-tenure faculty want and need; 2) the barriers and challenges they face; 3) policies and practices that have been instituted to attract, develop, and retain them; and 4) other ideas that might also be implemented across academe to create great places for them to work.

We interviewed a total of 73 people: 19 pre-tenure faculty, 27 senior faculty/chairs; and 27 administrators (Appendix A), utilizing four different interview protocols (Appendix B).

Introduction

A primary purpose of the Collaborative is to learn what pre-tenure faculty have to say. Conducting interviews with pre-tenure faculty members at six of our member sites reinforced and enlivened the data that we have collected through our survey of the work satisfaction of over 10,000 full-time, tenure-track faculty at these institutions and dozens of others. (A link to our latest *Highlights Report* can be found in Appendix C.) This follow-up qualitative study allowed us to further examine through multiple lenses the experiences of pre-tenure faculty by speaking with senior administrators, senior faculty and department chairs, as well as early-career faculty, about the tenure-track experience.

The following section, "What Pre-Tenure Faculty Want," summarizes what pre-tenure faculty members said they need most in order to succeed—on the path to tenure at their institutions and in their academic careers—and the obstacles they face during the pre-tenure period. During our interviews, we asked early-career faculty to explain what factors most impact their satisfaction in the workplace and who could do what to improve most their prospects for achieving tenure. We were curious as to which of these factors would most affect these pre-tenure faculty members' decisions to stay at their current institution, and if they consider their institutions great places to work. We also asked questions about the level of interest senior faculty members have taken in their development and success and about the culture of their department. After speaking with tenure-track and newly-tenured faculty in different disciplines and across the six universities we visited, many themes had emerged that echoed from campus to campus.

Whereas the following section relies largely on the voices of faculty and administrators to describe the tenure-track experiences, the third section of the report, "What Six Research Universities Provide," assembles the institutional policies and practices brought to our attention during these conversations. This is by no means an exhaustive list, but rather a representative sampling. Section IV provides conclusions and recommendations. Information about the respondents and the interview protocols may be found in the appendix.

Much of what one will read in this report may be all too familiar to an experienced academic affairs or faculty development administrator, but it is the first time, to our knowledge, that the voices and policies of top-tier research universities have been assembled in one place. We did not set out to write a comprehensive policy manual, however we did write this report with many different constituencies in mind in the hopes that it will be disseminated and utilized widely. For example, it may be shared with a new Dean or Associate Provost for Faculty Development as an introductory guide to the unique perspectives and challenges of early-career faculty. Or it could be given to new Chairs, along with the faculty handbook, at a leadership development session or chair orientation. We envision this report serving a number of audiences, in a number of venues, and for a variety of purposes.

What Pre-tenure Faculty Want

TIME & MONEY

The lack of time and financial resources—and the anxieties caused by both—were recurrent themes in our conversations with early-career faculty.

Time. Time is perhaps the most valuable commodity for pre-tenure faculty members and time management may be their greatest challenge. They describe a daily struggle to learn how to divide their time between research, teaching, and service obligations, and how to balance their professional obligations with their lives outside of work. Questions like, "How should I best utilize my time? What will 'count' toward tenure? How much is enough? How will I know?" remain unanswered for many of the pre-tenure faculty with whom we spoke and are the source of great stress, uncertainty, and angst.

Pre-tenure faculty identified a number of common time challenges as barriers to their success:

- Heavy teaching/advising load, especially during first and second years
- Overburdened with committee work and other service obligations; not protected from service commitments by department chair
- Too much administrative work
- Unsure how to say 'no' or what to turn down

> "You basically have to say 'yes' all of the time as a junior faculty member."
> *Pre-tenure faculty member*

In terms of time, what do pre-tenure faculty members say would most help them succeed?

- Paid leave
  - A semester or year of research leave during probationary period
  - Parental leave for the birth or adoption of each child

> "I would say that time is most important…whether that's leave time or enough time during the regular semester to do your own writing and research, and the things you need to do to get tenure, or enough time to actually have a human life…"
> *Senior faculty member*

- Reduced teaching load while on tenure-track
- Protection from service

> "My Chair was active in protecting me from extensive service assignments, both in the unit, at the college, and at the University level. And she said, "Look, you can say, 'My Chair's not going to allow this' or 'My Chair's not going to agree to this'." And she gave me very specific cues that she understood some of the structural vulnerabilities I could

face moving through [the tenure process] and she was willing to do something about it. That was very important."
Pre-tenure faculty member

"I think the support system is really important. And then there are things you can do administratively, too; making sure that Chairs are talking to their junior faculty, aware of issues that they may have, that they are ready to help them get leave—extra leave if they need it—if it's parental leave or other kinds of exceptional leave that they need, summer support, that sort of thing, whatever additional resources that we can bring to bear. These tend to be resources of time. They're more important than anything else. I mean money equals time, time equals money, but it's the resource of time that I think really can help here… So I think [as Dean] you've got to be working through your Chairs to make sure that junior faculty, especially women and minorities, understand that they have resources available to them and that we as an institution want them to succeed."
Dean

Money. Financial resources and the support they provide also topped the list of what early-career faculty members feel they most need to succeed on the tenure-track.

Pre-tenure faculty identified a number of common money challenges as barriers to success:

- Lack of financial resources
- Lack of training resources
- Tight, unpredictable or inequitable funding
- Lack of funding for graduate students and teaching assistants

"Getting a junior faculty member up and going is a very expensive proposition in terms of many different kinds of resources—not just dollars—but other kinds of resources, too. So you want to make sure that if you bring someone to campus—after you've searched carefully and you think this person is a winner—you want to make sure they have what they need to succeed. You don't want to coddle them…but you want to make sure that they don't fail for want of competitive resources."
Chair

In terms of money and resources, what do pre-tenure faculty members say would most help them succeed?

- Funds to support research
- Travel funds to attend/present at conferences
- Funds to subsidize child- or eldercare while attending professional conferences
- Availability of graduate students and teaching assistants
- Quality graduate student support

> "If I have a really good idea for something to do and I need some sort of support from the administration – whether it's cost-sharing or space or something of that sort – if I can make a compelling case, then I found that I get a very positive response. And so I know that I can go to my department, go to the Dean, who will come together to help make something out of that."
> *Pre-tenure faculty member*

THE TENURE & PROMOTION PROCESS

Not one pre-tenure faculty member with whom we spoke failed to mention the need for a clearly-defined, reasonable and equitable path to tenure when asked what would aid in their professional success.

With regard to the tenure process, pre-tenure faculty identified a number of common challenges as barriers to their success:

- Vague and inconsistent tenure and promotion guidelines
  - How much money do I need to bring in?
  - Where should I publish? How much?
  - Which committees count?
- Joint appointments can be problematic because of two departmental homes with different expectations
- No reward structure for interdisciplinary research and scholarship
- Mixed messages from senior faculty members

> "You never really know where the bar is. I feel like ever since I started here the bar has been raised, which I encourage. But at the same time, you don't really know where that is."
> *Pre-tenure faculty member*

> "The faculty handbook policy manual states what the expectations are – excellence in scholarship, excellence in teaching, and service, which is left pretty open. But of course it's the scholarship part that people would like to see be more contractual and I completely understand when junior faculty say that it isn't transparent. It seems to me that often what they're looking for isn't just quantification but also information about where to publish. 'If I write five articles and if I put two in top-tier journals, three in mid-tier journals, will I get tenure?' They would like a contract and I completely understand the impetus for that, but it isn't possible."
> *Dean*

- A lack of constructive feedback regarding progress toward tenure

> "Pre-tenure faculty members want to know how to use their time, and how to gauge requests about whether to publish in this venue or that, whether this project or that. What

I do with them is actually have a three and five year plan. I say, 'What do you want to do? What are your goals for the next level? And how would you do it?' I actually suggest that they do a time-table and then we talk about it and this process sometimes makes people think—'okay, well, I'm really probably not going to be able to write that whole book in that period of time and do that.' So a lot of it's just about time management and choices about things. Junior people want to know, 'Would it be better to publish in this periodical or that journal?' or 'Should I put a chapter in this volume, even though that journal is probably going to get more readership than this volume?' And advice about the process, I actually walk through; I read their fellowship applications and their grant proposals in draft form."
Chair

- A culture or tradition where pre-tenure faculty members feel they are not supposed to ask questions, where things are not written down, and where senior (tenured) faculty members say, "I did it this way; so should you."

"There is this pervasive and consistent prevailing attitude—a message that you are given all throughout your junior faculty years—about how you are not supposed to ask questions about expectations or requirements. You are just supposed to know. Ideally, we want an environment where junior faculty members can ask whatever they want."
Senior faculty member who came up through the ranks at her institution

"What scares me is the 'should' rule; you 'should' know how to get tenure here. You're just supposed to somehow know."
Senior faculty member

- Stigma associated with taking advantage of policies and practices designed to help pre-tenure faculty balance work and family

"I think that all the positive changes taking place in the academy—particularly for women in my generation and the generation before—I think have created…well… kind of a softening, an expectation that I'm going to get tenure or that the institution needs to bend in ways to make it certain that I'm going to get tenure so why should I worry about these things? Whereas, we were just really scared to death and worked our butts off. We wanted to make sure. My mentor told me to assume that there's racism and sexism. Just make sure your record does not give them an opening to obscure what in fact might be racist or sexist behavior, you know? I mean there just isn't that same sense anymore."
Female senior faculty member

"We just did an extension for a woman in the natural sciences and she sent an email with a whole series of questions. But then all of a sudden her meaning became clear – basically, she was asking, 'If I take this extension will that kill me [in my bid for tenure]? What sort of signal am I sending?'"
Associate Dean

- Divergence in policy and practice

> "I've talked to a lot of junior faculty members who have gotten wildly divergent messages from faculty in their own department about what they are expected to do for promotion to associate."
> *Senior faculty member who came up through the ranks at his institution*

- Variances in the application of polices from one faculty member to another and across departments and schools within an institution

> "The guidelines from above play themselves out in the different departmental contexts in very, very different ways."
> *Chair who came up through the ranks at her institution*

In terms of the tenure and promotion process, what do pre-tenure faculty members say would most help them succeed?

- Clear tenure process
  - Clear, specific answers from Chair, mentor or senior colleagues about tenure requirements as they pertain to that academic field or department
  - A written contract or memorandum of understanding (quantification and transparency – "if I do this, I will get tenure")

> "I think you need to be extremely direct. I tell them straight out, 'You shouldn't do that; you should do this' and I ask them, 'How's that book coming?' I'll say, 'Stop overseeing so many independent studies. Stop doing so many new courses; between now and tenure, no more new courses. You've done eight courses in three years; that's enough. Focus on something else.' And in the long term, they love me; short term, they're more ambivalent. So my own sense is that some past Chairs in my department were not attentive enough to junior faculty and left things too much to chance. The only thing I feel sure enough about is the Chair being extremely attentive to those things."
> *Chair*

- Transparency and reasonableness of tenure expectations
  - Guidance as to what to do and what NOT to do to succeed in achieving tenure within a department – e.g., priorities; timeline; standards; where to publish; how best to use time; grantsmanship
  - Acknowledgement by Chair and department colleagues of major milestones (and celebration of those milestones!)

> "It would be great just to have someone who might outline specifically what one should be doing; just set up some kind of a timeline, so that you have a sense of, oh, I should apply for a grant at the end of my first year, if I'm wanting to do this and that…and also just to say, well, that's not possible in this institution because you need to have been here for a year and a half."
> *Pre-tenure faculty member*
> "Junior faculty members always worry about what the expectations are. They don't have a reservoir of information to draw from; some of the information that they have, which

is anecdotal, is – some of it is helpful; some of it's actually unhelpful, because it's based more on people's perceptions and fears than on reality. So, we do sessions where we meet with all junior faculty members to talk about career pathways, pathways towards tenure, and our expectations of their teaching, of their service, of their research. And, we explain the process so they can understand what they are getting into."
Dean

- Equity and consistency of the tenure process within and across departments and schools

"Part of the tenure process, while it is based on these three criteria [teaching, research, service] is also about seeming to be 'club-able'…the senior faculty are undecided on whether they want you in their club…. While you can do a lot of things in terms of preparing yourself, there is a certain way also in which this is an elite club and you need to find ways of making them [the senior faculty] feel comfortable with you…which introduces arbitrariness and contingency into the process."
Senior faculty member

- Feedback
  - Careful and substantive reviews
  - Critical, written feedback during second, third or fourth year reviews; not a "pat on the back"
  - Informally and formally throughout probationary period

"I'm hoping that it [my review] will actually be a little brutal, in fact. I hope that I have to go home and have a little crisis after it. I hope that it's not a pat on the back. Because I don't think that serves anybody anyway. I hope the fourth year review is something fairly severe. Like where they almost are giving me tough love."
Pre-tenure faculty member

PROFESSIONAL DEVELOPMENT

In learning how to manage their time, finding the resources they need, and navigating the tenure process, new faculty seek guidance, both informally—through interactions with peers and senior colleagues—and formally—through training sessions, resource centers on campus and mentoring programs. Opportunities for professional development abound; some institutions have built-in support systems for early-career faculty, while others have yet to provide crucial access to training and professional development for academics new to the faculty ranks.

On the professional development front, pre-tenure faculty identified a number of common challenges as barriers to success:

- Transition from Ph.D. program or post-doctoral program to faculty position

"Suddenly you're somewhere and you're the only one like you and you haven't come in

with a group of fourteen other new graduate students. You're the only one new and typically [during] the graduate student experience you bond with all those other first year students. But there were no other first year faculty so I think expectations going from graduate school to being a faculty member, I was shocked. I said I've never felt so friendless in my life, you know?"
Chair

- Department chairs and senior faculty lack experience providing, or are unwilling to provide, guidance and mentorship
- Uncertainty as to how to run a lab, manage a research program, and obtain outside funding
- Little teaching experience and a lot of learning on the job
- Fear of taking intellectual risks; fear of failure
- Pressure to be visible and make a name for oneself in one's academic discipline or field

"I don't have a lot of information on strategy, and I guess one thing – maybe it sounds silly, but I'm actually – I'm working on a book project, which isn't terribly common for the sciences, particularly pre-tenure, so I don't – I can't figure out from a letter-writing perspective whether that's a good thing or a bad thing… I know a lot of people in this field, maybe too many. Maybe I don't have people who are far enough away to be letter-writers…so it's not really clear to me what the strategy is."
Pre-tenure faculty member with joint appointment

- Unsure how to navigate university politics and departmental factions

"I know there are departments that can be snake pits… It's something you encounter where you have a department that's just deeply dysfunctional where people hate each other…A real issue for junior faculty can arise if there's a falling out or there are problems among the senior faculty when they come up for tenure. If it's very political, they don't know how to position themselves to avoid fallout from that."
Senior faculty member

In terms of professional development around research activity and scholarship, what do pre-tenure faculty members say would most help them succeed?

- Assistance with identifying sources for grant funding
- Assistance with grant writing
- Training on how to start-up and manage a lab
- Space, equipment, administrative support
- Opportunities to present their scholarship/research to senior departmental colleagues and outside scholars in their field

> "Every senior faculty member has just gone out of his or her own way to help me out, to really make me feel like they're on my side. They read my work. They've given me feedback. I mean, right now my Chair is actively petitioning the University Press to get my book published there! So they're very involved. And for instance, the department decided to launch an inaugural Distinguished Lecture Series and they let me choose the person, contact the person – you know, somebody important in my field, and say, look, you stand to gain the most from this, so why don't you use this as an opportunity to get to know the people that will probably be writing your letters?"
> *Pre-tenure faculty member*

In terms of professional development around teaching, what do pre-tenure faculty members say would most help them succeed?

- Teaching resource center
- Opportunities to team-teach with senior colleagues in department
- Feedback on pedagogy from experienced teachers

In terms of fostering intellectual engagement and fit, what do pre-tenure faculty members say would most help them succeed?

- Opportunities to "build bridges" – e.g. to form interdepartmental working or research groups and plan conferences with scholars outside department, school, university and across fields

> "I think you've already hit the key word for me, and that is community. I mean, what I'm after if I could think longer term is to find the right sort of intellectual community where I can grow, you know, where I can make a contribution and where I can be appreciated…. I expect that…if one is more established professionally, it would be easier to take initiative in kind of reaching out, and building bridges and that's really what I want to do…. It's not so easy if you don't have tenure [and] if you live 20 miles away [from campus] and you've got to go home at four o'clock to collect a small child from day care."
> *Pre-tenure faculty member*

- Freedom and encouragement to engage in innovative, cutting-edge, creative research

> "How junior scientists spend their time in terms of the risk-reward tradeoff is a very interesting thing to watch…. I said, 'Okay, so now pretend like all of you are junior faculty at a major research university, and you face a choice between doing some really boring project where the outcome is really self-evident, but you're sure to get a paper, versus pursuing this incredibly high-stakes but might-not-pan-out enterprise, how many of you would do the boring thing?' Every hand went up. I said, 'How many of you would take the high-risk path?' No hands went up. People try to play what they think is the safe hand that will check all the boxes and get them to where they want to be, and it ain't necessarily so.
> *Chair*

In terms of learning how to market themselves in their fields (e.g., to advance their reputations as academics), what do pre-tenure faculty members say would most help them succeed?

- How to raise 'intellectual visibility' in department and in field
- How to develop relationships with experts in field
- How to ensure deep pool of outside letter-writers
- How to solicit and navigate outside offers
- How to negotiate salary increases and extra research or travel funds

> "When I've gone to talk to the women faculty…about how to maximize their opportunities to prepare themselves for the tenure process…it's always interesting to me how unclear it is to many of them what they should be doing. But the fact is they need to be out giving papers and talks and at conferences in order to get their work out there so that there will be people who can write on their behalf rather than just staying secluded and writing in private…We're going to have to ask for a lot of letters when it comes to tenure time."
> *Senior administrator*

> "I saw it with this case that failed in our department that it wasn't really that people didn't like the candidate, but she wasn't an outgoing person and they didn't really feel like they knew her. They weren't really that invested in her. They weren't, like, pulling for her. It is a subtle thing, but when people are that invested in you and you are really broadly well-liked and your contribution to the department is really recognized it just adds that little bit of…people pay a little bit more attention, they look a little bit harder, they always tend to see the positive side of the letter that says negative and positive things. So I think it has a subtle effect, but it can be enough to swing things one way or another."
> *Senior faculty member who came up through the ranks at her institution*

MENTORING, A CULTURE OF SUPPORT, COLLEGIALITY & COLLABORATION

Mentoring. Pre-tenure faculty are no different than most others when it comes to needing support from people they trust on the job as well as institutional support in other forms (time, money, resources). But they do differ in what they want from a mentor. Indeed, some say they do not want or need a mentor at all; the choice is acutely personal. It follows that "one size" mentoring does not fit all.

One of the most commonly mentioned challenges pre-tenure faculty mentioned was isolation resulting from:

- Lack of colleagues like me within department

> "It can be pretty isolating when you're the only one – the only woman, the only pre-tenure faculty member in your department, the only African American…whatever your particular 'only' is. Sometimes you just want someone like you to talk to."
> *Pre-tenure faculty member*

Definition of Mentor

Mentor was a friend of Odysseus, who entrusted him to care for his son and palace when he left to fight the Trojan War. Over time, the word mentor has come to mean a trusted friend, counselor or teacher, or a more experienced person.

Perhaps because the term mentor has its origins in Greek mythology*, "trusted friend" has become synonymous with the concept, but recent literature tells us that an effective mentor on the job offers much more than friendship.

According to JoAnn Moody, the best mentors provide "psychological support as well as instrumental assistance."[1] She noted:

"Instrumental mentoring occurs when senior colleagues take the time to critique the scholarly work of junior faculty, nominate them for career-enhancing awards, include them in valuable networks and circles, collaborate with them on research or teaching projects, and arrange for them to Chair conference sessions or submit invited manuscripts."

David Thomas distinguished between mentoring that was basically "instructional" (helps build skills) and that which is more "developmental" (helps explain experiences and feelings).[2]

For our purposes, we define effective mentoring as that which is instructional, developmental, psychological, and instrumental. Effective mentoring occurs over time, is personal in nature, and is reciprocal.[3]

[1]Moody, JoAnn. 2004. "Supporting Women and Minority Faculty." *Academe 90(1): 47-52.*

[2]Thomas, David A. 2001. "The Truth About Mentoring Minorities: Race Matters." *Harvard Business Review 79(4): 99-107.*

[3]Johnson, W. Brad. 2007. *On Being a Mentor: A Guide for Higher Education Faculty.* Malwah, NJ: Lawrence Erlbaum Associates.

- Lack of other pre-tenure faculty members in the college or in the department

> "I think there's sometimes an implicit assumption made that because you've chosen the academic life of the mind that you don't mind being alone with those thoughts…and a lot of new faculty don't really care for that much autonomy."
> *Senior faculty member*

- A culture where 'everyone is so busy'

> "Most people are just busy doing their own thing. It's not that they don't like us, it's just that they're busy, and don't notice so much. But some of them are interested, and encouraging us, that sort of thing. I get the feeling, at least in my case, particularly, because this is such a traditional department, they don't always quite know how to relate to us; there aren't always conversation hooks between what I do and what they're doing."
> *Pre-tenure faculty member*

- Not knowing how to navigate inter-departmental politics; not sure with whom to align yourself as a pre-tenure person if there are factions within department

> "One thing no one talks about when you're interviewing is what the department is really like – who's at odds with whom, what bad blood there is, historical disagreements that play themselves out in strange ways. I wish someone had warned me about that."
> *Pre-tenure faculty member*

- Lack of freedom to express opinions, especially ones that might conflict with those of the senior faculty in one's department

> "You learn pretty quickly to tread lightly at department meetings so as to not step on any toes; after all, the senior faculty members have your fate in their hands and it would be pretty stupid to alienate one or more of them."
> *Pre-tenure faculty member*

In terms of mentoring, what do pre-tenure faculty members say they want?

- A Chair who is demonstrably invested in their success

> "My Chair has taken time to set up meetings with me throughout the term, just to talk about whatever it is that I have questions about; if I don't know how things work in the university, all of the communities or the university service, and how all of these committees fit together, and what I should prioritize and things like that. She's been really helpful for me in saying, 'This is your first year; you shouldn't worry about doing this, you know? Focus on your own work, but here's something that you should do'—advice like this."
> *Pre-tenure faculty member*

- Open-door, informal conversations, and license to ask 'stupid' questions

> "Our department has informal mentoring. You're not assigned a mentor. You're – I think – I'd almost call it open-door policy, where you can ask them a question or sit down, and they'll talk with you. And one of the things I think people see that I do versus what the other guy didn't do is ask questions, because it's embarrassing to ask questions, but at the same time I think it's potentially more embarrassing not to succeed."
> *Pre-tenure faculty member*
>
> "One of the problems is figuring out yourself whether the issue you are having is actually an issue that you can raise with someone. And clearly that is easy with a mentor where it is supposed to be a confidential process…Whereas, if I go to a senior colleague I am putting myself – I am much more vulnerable in some ways if the person gets a sense that I am just wasting his or her time with stupid questions."
> *Pre-tenure faculty member*

Formal Mentoring

Formal mentoring provides a process by which protégés are matched with a mentor or team of mentors. Some formal mentoring programs specify goals, train mentors and mentees, and measure outcomes; others are much looser. Some reward mentors (through course release, awards, stipend); others don't. Formal mentoring implies an expectation to coach and be coached, to advise and be advised. Because the matches are made formally, they must also be monitored to ensure that they are proceeding smoothly and, if not, there should be an option to opt out. In academe, given the rewards of maintaining positive professional and personal relationships, this can be tricky. That is why some institutions rely on a team approach, taking some of the pressure off a sole, one-on-one relationship, but also, in the process, diminishing the accountability.

Informal Mentoring

An informal mentor is one who advises or coaches others without being part of a formal program; informal mentoring "just happens." Informal mentoring may occur alongside formal mentoring; however, it is not sufficient for several reasons. First, not everyone will receive it. Oftentimes, those who are in a minority may not be selected as protégés by, and may not seek out the advice of, members of the majority. If a mentor does not materialize, junior faculty may be too embarrassed to ask for one. Second, informal mentoring cannot be monitored. Without oversight, there can be no accountability and no organizational learning from successes and failures. Third, many pre-tenure faculty members have come to expect formal mentoring and prefer to work at institutions that provide it. After all, formal mentoring can be explicitly connected to the strategic objectives of the department, with established goals and measurable outcomes; open access for everyone; strategic pairing or teaming; and mentor training. Through mentoring, leaders can have a positive impact on culture, both by modeling espoused behavior to senior colleagues and by directly influencing those that will soon (we hope) join them.

In terms of mentoring, what do Chairs and administrators feel they provide?

- Ensuring availability of formal and/or informal mentors

"We ask all Chairs to ensure that every junior faculty member has a mentor and some departments have a fairly formalized process where they're matched up by the Chair, and some it's a much more informal process where they work with somebody in the same sub-field and it may be going out to lunch a couple of times a month or something like that. But yes, we ensure that everybody has a mentor, at least one. It's better if you have a couple of mentors."
Dean

"The only thing that consistently works, in my personal judgment, is a vigorous Chair who makes mentoring the junior people a first priority."
Chair

"About two weeks ago we had our annual faculty retreat. We have two new assistant professors, so the day starts off with them presenting their research. That introduces them at the beginning of the day so people can then use the breaks and lunches to talk to them more, integrate them into the community. They're assigned mentors immediately. Also, I personally try to take a strong role in discussing with them, for example, committee assignments and teaching assignments and giving them advice and again, integrating them into the department so that they feel supported."
Chair

"We try to make sure that junior faculty members have the resources they need to be successful, an opportunity to interact with senior faculty to ask questions and to be mentored, if they want. We don't have a culture where we force mentoring upon junior faculty, but we try to make it obvious from day one that everyone is there to help them, and that should they have any questions about anything they should feel free to contact any of their senior colleagues, and ask them questions. I tell them if they have any issues they need to see me; certainly, if they have any concerns about anything, they should come and see me. And I think we've got a pretty open atmosphere and culture; I think the junior faculty members feel fairly comfortable about going to their more senior colleagues to ask for help."
Chair

- Providing instrumental mentoring

"I have helped junior faculty by reading their manuscripts before they were submitted, giving them suggestions about how they might improve them, reading research proposals for granting agencies…to the National Institutes of Health, or to the National Science Foundation…to try to help them improve their grantsmanship and the presentation of their ideas. I also provide them core lecture notes for their courses, so that they don't have to dig through all the primary literature to find all these details, at least as a starting point. I don't tell them this is the way you have to do it, but here's something you can start with; if you want to use this, feel free to use it. I help them look at exams

in terms of whether those exams are the right level of difficulty…all kinds of things like that, and I'm sure that most of my colleagues have done the same kinds of things."
Chair

- Showing that you are invested in their success

"Junior faculty are in a position of weakness when they don't know what to do because they're going to be voted on by the tenured faculty; so sending signals that it's okay to ask questions or ask for resources is really important. Having learned from the experience, the more of those signals and the more engagement you show – if you invite them to lunch and say you want to hear their thoughts about X – that sends a signal you value their thoughts and ideas."
Chair

Culture of support. Pre-tenure faculty, tenured faculty, and administrators alike spoke about mentoring in terms of a broader goal of creating a climate of support and success for all faculty. Creating a departmental culture where pre-tenure faculty feel respected, that their ideas and contributions are valued, and where they can succeed figures heavily into the satisfaction equation and is essential to workplace well-being.

In terms of a culture of support, what do pre-tenure faculty members say they want?

- To feel supported, respected and valued for their contributions

"If your department is not behind you, it's over before it even begins."
Chair who came up through the ranks at her institution

"I definitely feel the support of my colleagues. I feel the support when they stop by and ask how I'm doing…they could just walk past my door. They come and drop by and say hello or they give me equipment or supplies. There's actually been a lot of that that goes on here."
Pre-tenure faculty member

Chairs and administrators were especially articulate in describing this "culture of support and success" for pre-tenure faculty. The messages are:

- We have a shared responsibility for faculty success

"It's about establishing, across the campus, a culture of success and in the departments where everybody sees that they have a shared responsibility and a shared success if the junior faculty member does well."
Vice President for Faculty Affairs

- We want pre-tenure faculty to succeed here

"You have to overcome the idea that it's an adversarial relationship (between the pre-tenure faculty and the institution)… that they have to fight against the institution to

succeed. When I talk to junior faculty, I make it clear – we want you to get tenure. We don't hire people who we don't want to tenure. There has to be the clear message that we're giving to junior faculty that, first, we want them to succeed, and second, what can we do to help them succeed?"
Dean

"I think that it's really important to get quality junior people convinced that they have a future here and I say that you should be part of the department from the day you start here, and a faculty member, and we want you to be your best…with the idea that you have a future beyond your junior years. I think our goal is to convince people they should come with the idea that if they do well they'll stay. If they want to stay, we'll want them to stay."
Chair

"We start with the assumption that we're hiring you, we believe in you, you're going to get tenure. It's not promised, but we will do our part and assume that you will do your part. We all teach the same load so in terms of what we do in the department, except for the distribution of administrative tasks, there is no distinction (between junior and senior faculty). New junior people teach a graduate course every year, senior people teach a graduate course every year, and no one teaches more than one graduate course a year."
Chair

- We value and respect our faculty

"There's so much criticism in academe. We need to be especially sure to let junior faculty members know that they are valued and respected members of the department."
Chair

"Absolutely, the most critical factor is the culture that we have; the fact that people feel welcome; they feel they're involved; they feel like their colleagues care about them, and about their research and their scholarship; that they feel really engaged in the culture that we create, and if they start in that culture, and grow through it, they really buy into it, and we have been largely, extremely successful in retaining faculty that have been courted by other institutions."
Chair

Collegiality and collaboration. These two go hand-in-hand and are essential ingredients for a satisfying and successful experience for pre-tenure faculty. Much of this has been discussed above in the context of mentoring and creating a culture of support, but a few more voices are illustrative.

In terms of collegiality and collaboration, what do pre-tenure faculty members say they want?

- Opportunities to engage with colleagues intellectually and professionally

"I have several good collaborations with tenured faculty and one of them was our dean; he's been very supportive of my work since I've been here and others within my depart-

ment have been, too. The dean is very good about sending out 'request for proposals' announcements for grants saying, 'This is what money is available if you choose to participate, and here's all the information you need.'"
Pre-tenure faculty member

"[My institution] is very entrepreneurial, so there are very low boundaries to doing things, to reaching across disciplines. There is an institutional structure that makes that easy, which is what I call independent labs…this helps foster a situation where it's understood that you can take on students from different departments with whom to interact, and also colleagues from other departments."
Pre-tenure faculty member

"One of the things that continues to come up in what they're looking for is a collegial environment, where there are people that can help mentor them, and an environment that allows and encourages collaboration between faculty and that's one of the key things that they all seem to mention. And that's clearly one of the things that we have to offer that not every place has."
Chair

WORK–LIFE QUALITY & BALANCE

Because of their overloaded plates and constant pressure to perform, many pre-tenure faculty members struggle to find a work–life balance that feels right. While there are no simple solutions, and faculty members accept that academic work is challenging and in many respects without boundaries, they strive to find a healthy balance between the demands at work and those at home.

Parenting. One simple practice to help parents is to keep meetings scheduled between 9:00 a.m. to 4:00 p.m.

"We changed department meetings to Fridays at noon and served lunch. I was surprised by how pleased the junior faculty members – and even some of the senior faculty members – were with that change. A small thing like that made a huge difference because people with kids felt more a part of the department and more faculty attended the meetings."
Department Chair

Nevertheless, it can still be very difficult for women on the tenure-track. There is a great deal of uncertainty about how getting pregnant prior to tenure (and maybe even more than once!) will be perceived by one's senior colleagues. One young mother spoke to the subtlety of the situation as follows.

"I do feel very respected and I do feel that we don't have any misogynists in the department, but there is a dynamic that I can't quite put my finger on. There's a subtle nuance, a kind of 'you're less serious,' you know…now you are consumed with a baby and

maybe not going to publish as much. Yeah, that is very real."
Pre-tenure faculty member

Another pre-tenure woman said she asked about maternity leave early in her pregnancy, but feared that pressing the matter would negatively impact her tenure case:

"I was the one who said, 'What's the maternity leave?' And they said, 'Oh, we don't know.' And then they said, 'Oh, we'll work it out and get back to you.' And then, you know I had this negotiation with them, which lasted like five months. And then, when I was nine months pregnant, they basically told me that I was getting less maternity leave than they'd agree to give me at the beginning when I was four months pregnant. And I was nine months pregnant and could have gone into labor any second. I was like, you know, I'm happy here, but I don't think this is right. I think just having another woman here before or having a senior colleague would have really helped. Like if I had a senior colleague who actually had also had a kid…that would have helped. Because essentially, if I make too much of a fuss, it will affect my chance of getting tenure."
Pre-tenure faculty member

Spousal/partner hiring and dual career couples. Regardless of whether or not pre-tenure faculty members decide to have children, those who are married to other academics expressed gratitude for spousal hiring programs where both can be employed on tenure-track lines.

"One thing that sets us apart in recruiting, I think, is that we've had great success hiring dual career couples, including those with children. There are several excellent institutions in the area so both can find tenure-track jobs, and this is also the kind of place where it's possible to manage careers and families – the transaction costs of getting to school, getting to work, and hauling the kids around are a lot less than in a major city. Families can juggle the balls better here."
Chair

"My husband is also an academic and we have two young children. We've been on the job market a couple of times trying to find jobs in the same or nearby institutions. We never had quite managed to find two tenure track positions–always one tenure track, plus maybe a lectureship. Here, just by chance, my department had an opening for someone in my husband's area (after a couple of failed searches). I was the winning candidate in my field, and my husband's area of expertise was in this very area where they'd been searching for the past couple of years before; so, they invited him and also offered him a tenure track position. That definitely swayed our decision to come here, and we hope to make it a long and happy association. We're very grateful that both of us have tenure-track employment at the same place – it's almost unheard of, at least for very young scholars, just barely out of graduate school."
Pre-tenure faculty member

Two dual career partners, with children, expressed appreciation about their department's assistance and understanding as those couples juggle the multiple demands placed on them:

> "One of the things that my husband and I do is stagger our teaching; one semester his teaching days will be Monday, Wednesday, Friday, and mine will be Tuesday and Thursday. In the event that one of our children is sick, one of us can always be home, so we don't have to miss class that day. Our department has been totally fine with doing that; we love that flexibility."
> *Pre-tenure faculty member*

> "My department has been very supportive. I have three kids – two are school age and one is in pre-school. My colleagues know I have to get home to get the kids on the bus, take them places…. As long as I get the job done here, it's all fine. I also have a very supportive husband so we negotiate between ourselves who has to go get one when they're sick. I think I'm much harder on myself than my colleagues are…in terms of expectations to balance work and motherhood...so it hasn't been a problem for me so far."
> *Pre-tenure faculty member*

However, one partner in a dual career situation expressed frustration about the seemingly impossible expectations made on both parents:

> "My husband is in another department here and it just seems unfair that there are so many things that we're both required to be at so we need child care in the evenings, or even on the weekends. For example, we have to both be at graduate student recruiting events, and sometimes they are two separate weekends in a row, and you've got to find child care for two days. It seems like there should be some support for this."
> *Pre-tenure faculty member*

Childcare. One looming issue on all campuses we visited was childcare – the lack of affordable, quality, on-campus childcare. Many want it; few have it.

> "If there's one thing pre-tenure faculty members constantly ask us about, it's childcare: Who provides it? Where? How much? Does the university subsidize it? How long is the waiting list? And we just don't have any good answers. This is not an easy problem to solve."
> *Provost*

> "If I had a magic wand and could fix one thing that would help us attract, recruit, and retain junior faculty members it would be childcare. It's the great leveler – no single institution of which I'm aware has solved this problem fully, satisfactorily…or even partially. Sure, we have daycare, but it is inadequate and it doesn't handle sick children."
> *Dean*

Several of those interviewed felt that the lack of adequate childcare affects women much more so than men.

> "I believe that a major reason for the paucity of female full professors rests with the issue of getting tenure during the childbearing years; so we can either do away with tenure as we know it (an idea I support) or settle childcare issues once and for all."
> *Chair*

"Work-life balance is a big issue, especially for women. There are so many women now who are getting doctorates but are finding that, for a lot of complicated reasons, the structure is not supporting the various choices they need to make about eldercare and childcare and there still aren't many remedies."
Pre-tenure faculty member

"When other women ask me how I managed to have children and make full professor, I was able to say, 'Because I have a stay-at-home husband.' If not for that, I'm not sure how I would have been able to do it all.
Senior faculty member

DIVERSITY

The preference of many pre-tenure faculty members with whom we spoke is for a diverse workplace; they desire diversity of thought and ideas as well as of race, gender, sexual orientation, religious beliefs, and socioeconomic background among their students and colleagues.

Two minority pre-tenure faculty members commented that race was important in their decision to accept their current position. The first noted that it's sometimes difficult not being in the majority and feared being labeled; the second was adamant about asking very specific questions about the campus environment for women of color.

"As a person of color, I can say that there are some aspects that the faculty just could not tell me, and if I would have brought things up, I think I would have been labeled as being 'sensitive;' I was concerned about being labeled a person who was too sensitive. I've heard people in my own department label other people of color at this university as someone who is 'overly sensitive' and who 'wears their feelings on their sleeve,' and I don't try to correct them. I just hear, and think…well, okay. Hmm, that's interesting."
Pre-tenure faculty member

"For me, personally, when I was evaluating whether or not to come to this institution, and as compared to other institutions, I needed to feel that there was a community of women of color that was professional and tenured, so I asked. I asked the Dean: 'So who's the highest ranking woman? Who's the highest-ranking African American person at the administrative level; who's that in terms of full professors?' It didn't mean that I needed to know all those people personally…but it was important for me that I could envision myself here and I saw that there was, you know, this sort of network, right?"
Pre-tenure faculty member

Two senior faculty members spoke about their personal feeling concerning creating a diverse culture – an environment that is comfortable for all:

"Take women in science, for example. This has been sort of a cause for me, coming from physics (which is probably one of the worst disciplines for women, with perhaps the exception of math). We've made an intense effort in physics for the past several years to try to hire women. My successor, as Chair, is a woman; she was the first woman

Chair in physics ever. I set up a "Women in Science" lecture program, very informal, but once a year I invite a distinguished person to come in. The Department of Women Studies has a "Women in Science" theme in it; they teach courses in it, and so we would partner with them. The women would come, give their public lecture or give a serious colloquium, and then would spend a couple of days meeting with students, having lunch with them, things like that. But that was sort of episodic. Now we have a more intense program. The Medical School has a women scholars program. There are a couple of women whose role is to basically meet with department Chairs, meet with search committees to inform them about how biases can appear and be sensed, even if they're not aware of it, but they're unintentional. We just hosted this repertory company from Michigan that portrays hidden bias during department meetings for P&T review, hiring, et cetera – very powerful."
Chair

"One of the things that we had talked to our administration about is you that you need to be on the phone. It's not like you've got a thousand black faculty members around here. You can pick up the phone and talk to all of them probably in an hour's time span. Just say 'how are you doing? Is there anything you need? Are there any issues?' It's not just recruiting, it's creating an environment where black faculty members feel that this is a welcoming environment and they want to spend their entire career here. I think they're now getting to the point where they realize they've got to do not just the recruitment, but what I call the care and feeding of black faculty, particularly untenured black and untenured black female faculty."
Senior faculty member

What Six Research Universities Provide

TIME & MONEY

As new pre-tenure faculty members become acquainted with their institution as a workplace and their roles as assistant professors, they must learn to juggle the multiple and often competing responsibilities assigned to them. Much has been written about the tensions between teaching, research and service. Learning how to develop and teach a number of courses, serve as an advisor to students, serve on a committee (or two or three), all while starting a new research program or setting up a lab, and in many cases, bringing in outside funding, cause early-career faculty members to feel there are just not enough hours in the day to become successful at all three – and thus to achieve tenure. To make matters worse, many junior faculty members feel the time and effort they dedicate to teaching and advising students and to being an active member of the university community is overlooked or undervalued when they are evaluated for promotion to tenured professor.

Protection from Teaching and Service in the Early Years

To ease the burden of acclimation to life as a faculty member, many research universities, such as Chapel Hill and Stanford, limit the number of courses a junior faculty member can teach during their first year, while others allow new faculty to forgo teaching al-together during that time. At Brown, many departments in the Division of Biology and Medicine permit new faculty a first year without teaching. As a means of reducing preparation time and offering an opportunity for pre-tenure faculty to learn how to be-come good teachers, some departments at Stanford pair each new faculty member with a senior colleague to team-teach a course during their first year on campus. At Duke, one department Chair with whom we spoke holds a discussion with his entire faculty – senior and junior alike – around teaching assignments prior to making course assignments. Finally, at Harvard, several department Chairs assign only small classes and freshman seminars to incoming tenure-track faculty members for their first several semesters teaching. Another Chair reported that he ensures an equitable distribution of teaching duties across his department, protecting jun-ior faculty from being asked to take on more than their senior colleagues.

A Chair can play a crucial role in helping pre-tenure colleagues develop time management skills and learn to prioritize the responsibilities of a role that is unfamiliar to them. In addition to a Chair's ability to set reasonable and fair expectations in terms of teaching load, many junior faculty also mentioned the importance of their Chair in protecting them from becoming overburdened with service assignments within the department and at the university or college level, and in helping them to find worthwhile service opportunities. In some cases, pre-tenure faculty expressed appreciation for learning from the Chair, first, that they are allowed to say "no" when they do not have the time to take on another service obligation, and second, how to decline it.

Leaves

In addition to limiting how much a pre-tenure faculty member must teach during their first and second years at an institution, research universities have begun to offer tenure-track faculty sabbatical leaves to help them advance their research agendas before standing for tenure review. These research leaves may come at different points on the tenure-track and may or may not

allow a junior faculty member to receive his or her full salary while out on leave. For example, Brown permits pre-tenure faculty members to take a full-year sabbatical leave, with one semester at full pay and the second at half-pay, after six semesters at the institution. Virginia, Chapel Hill, and Duke give every pre-tenure faculty member a fourth year leave, and Harvard offers full-year leaves prior to becoming a full professor, once during the assistant period and again during the associate period.

Financial Support for Research

Time to conduct research only proves beneficial if a faculty member has adequate funds to carry it out. Financial support for research may come in the form of competitive start-up packages and funding for graduate student assistance, like at Brown, or an annual stipend of several thousand dollars, which Harvard gives its faculty members to spend at their discretion in support of their research programs. Increasingly, department Chairs are receiving requests from pre-tenure faculty members for money to travel to conferences to present their work, for funding to host events on campus with invited outside speakers, and for other financial resources to help them raise their visibility as up-and-coming scholars in their fields of study. For example, at Chapel Hill, one department Chair mentioned a "Say Yes" fund – a small sum of money he raised through outside donors, which allows him to support his junior colleagues' professional development needs. At Virginia, one Dean regularly sends out announcements by email with available grants and information about applying for them. Pre-tenure faculty in three of Stanford's schools are eligible to receive unrestricted Presidential Research Grants with $5,000 awarded at the time of initial appointment, $5,000 at the time of reappointment, and another $10,000 granted if the faculty member receives tenure.

THE TENURE & PROMOTION PROCESS

Unequivocally, newly-hired pre-tenure faculty members (and candidates for tenure-track faculty positions) want clear, reasonable, equitable and consistent tenure standards and a written tenure and promotion policy that describes the process and standards in a transparent manner. The campuses we visited have developed a number of policies and practices—some formal and others informal—aimed at demystifying the concept of tenure at their institution and removing, or at least illuminating, the obstacles that can make the path to tenure a rocky journey.

FORMAL TENURE POLICIES & PRACTICES

There are a number of formal channels through which pre-tenure faculty should—but do not always—receive information about the tenure process and feedback as to how they are progressing along the tenure path.

Clear Policy and Wide Dissemination

As a first step, institutions can articulate in a written format a university-wide tenure policy and make that policy accessible to all. For example, Stanford's Faculty Handbook outlines the standards, process and criteria for tenure, and Virginia pairs its university-wide policy developed by the Provost's Office with secondary policies that explain the tenure expectations at each of the schools within the institution. The policy should include a timeline of the process, pertinent deadlines, a clear explanation of the criteria against which one is evaluated, and the protocol

used when considering tenure cases. Disseminating the policy widely—to tenure-track faculty, senior faculty, department Chairs and administrators—promotes transparency and consistency in terms of how tenure cases are decided across the institution. A formal offer letter, or memorandum of understanding describing the responsibilities of the faculty position in detail and the expectations for tenure, provides another important source of information for new tenure-track faculty members.

Workshops

Several institutions have incorporated a session on tenure review into their new faculty orientation programs. Others, like Brown and Virginia, periodically offer Promotion & Tenure Workshops and host Question & Answer sessions for pre-tenure faculty members. Stanford's Provost convenes annually the tenure-track faculty members from across the institution to provide an in-depth explanation of the institution's tenure process and criteria. Every other year this meeting is followed by break-out sessions, led by experienced senior faculty from different academic disciplines, who have served on the appointment and promotions advisory board or committee, and who are equipped to give their junior colleagues advice about how to navigate the process at Stanford. In fact, one department at Stanford distributed a departmental policy with explicit guidelines for tenuring faculty members with joint appointments. Duke's Provost hosts a tenure workshop, and invites the deans and the current or former Chair of the Appointments, Promotions & Tenure Committee to attend and answer questions.

Formal, Annual Reviews and Thorough Mid-term Reviews

Workshops provide general guidance, but only when they are paired with formal, comprehensive and periodic reviews do individual junior faculty members fully benefit. At Virginia and Chapel Hill, department Chairs are expected to conduct annual performance reviews for each of their tenure-track faculty members, and at Virginia, the third year review, which occurs at the mid-point of the probationary period, is the most thorough. At Harvard, pre-tenure faculty members are reviewed twice prior to being considered for a tenured position – once at the end of their second year and again at the end of their fourth year. At Stanford, Chairs are expected to provide each pre-tenure faculty member with written feedback in the form of a "counseling letter" following a third-year review. In addition to the counseling at the time of reappointment, pre-tenure faculty member receive annual counseling from department chairs, who are given guidelines for counseling and mentoring. Faculty at Brown are reviewed annually. There is also a formal review for reappointment at the beginning of the third year that may result in a recommendation for four more years (through ten-ure review), two years (with another reappointment possible), or no further renewal.

INFORMAL TENURE PRACTICES

The universities we visited may strive for clarity and transparency in terms of the tenure and promotion process, yet insecurity on the part of pre-tenure faculty remains in part because the requirements for achieving tenure cannot typically be quantified or spelled out specifically for every individual in a one-size-fits-all institutional policy. Informal practices, mostly within departments, can aid in clarifying the ambiguity resulting from institutions' desire to leave room for interpretation and flexibility.

The majority of senior administrators, deans and department Chairs with whom we spoke expressed their hesitancy in spelling out, as part of a contract or memorandum of understanding, the specific requirements for tenure. At the universities included in this study (and at many oth-

ers like them), it is de rigueur that pre-tenure faculty should not expect to receive concrete definitions of what excellence in teaching, scholarship and service mean (for example, how many articles one must publish and in which journals; how much teaching evaluations factor into the decision; and if service on one high-profile committee is better than on three departmental committees). In such circumstances, guidance and advice from his or her senior colleagues and the Chair becomes a crucial factor in their success. It is at this intersection of policy and practice where informal practices that aid in clarifying the tenure process come into play.

Having a written tenure policy that is accessible to all junior faculty is an important first step, but a clear explanation of how the policy is interpreted by the Dean on a school level and by the Chair on a departmental level is just as important. At all of the institutions we visited—but not in all departments—the Chairs invite pre-tenure faculty to lunch individually and as a group to create open forums where they are encouraged to ask questions. At Chapel Hill, for example, these informal interactions take the form of regular brown-bag lunches. Nearly all of the tenure-track faculty we interviewed across all six sites could think of at least one senior colleague they felt comfortable approaching for advice about expectations within their department and for receiving affirmation that they are on target in terms of the requirements.

PROFESSIONAL DEVELOPMENT

The research universities we visited have instituted a variety of professional development initiatives and programs designed to equip pre-tenure faculty members with the skills they need to become productive and successful career academics. For example, Duke offers a full-service pre-tenure faculty development seminar series, which explores themes such as: transitioning from a Ph.D. or post-doctoral program to a faculty post; how to negotiate a start-up package; and how to figure out your place within an organization.

The professional development initiatives we discovered fall into the following four categories and blend into the policies and practices described in the next section on mentoring and creating a culture of support.

Research & Grantsmanship

For many early-career faculty, grant-writing and lab management are uncharted territory. Tenure-track faculty members are increasingly looking for professional assistance when it comes to the process of applying for grants, and many research universities now offer support. At Brown, annual workshops provide general guidance and then several departments hold more localized grant-writing study sessions. Other institutions offer programs on setting up and running one's first laboratory or research program. Stanford hosts a seminar on lab management for all tenure-track faculty members in the life sciences, while Brown holds "Principal Investigator 101" workshops for its new post-doctoral students and pre-tenure faculty members.

Teaching & Service

Although some tenure-track faculty members have classroom experience from holding Teaching Assistant or Teaching Fellow positions while in graduate school, they may be unprepared for the full gamut of teaching responsibilities associated with being a professor. Many institutions provide centers that offer professional assistance with teaching and teaching

resources – classroom instruction, lecture preparation, and using classroom technology. Brown, Stanford and Virginia have a Center for Teaching and Learning, while Chapel Hill has a new Center for Faculty Excellence, which provides support for teaching, research and scholarship and also offers programs in faculty training and leadership development. Chapel Hill's focus on leadership development and management training grew out of many requests from faculty holding high-level positions within professional organizations, directing academic programs, and leading research groups or centers and feeling ill-equipped for their new management roles.

Collaboration & Intellectual Engagement

Pre-tenure faculty members seek to develop themselves further as scholars through intellectual engagement with their tenured colleagues. Such interaction serves a number of purposes; not only can early-career academics turn to their more experienced colleagues for advice on identifying funding sources and applying for grants or feedback on manuscripts, but engagement on an intellectual level fosters an exchange of ideas and knowledge, opens up channels for research collaborations, and builds the departmental and institutional culture, often with equally gratifying experiences for senior faculty members.

Within the departments of a number of the campuses we visited, Chairs expressed a desire to cultivate a climate where departmental colleagues valued and respected one another's ideas. Many Chairs created opportunities for all faculty to showcase their work, and encouraged especially pre-tenure faculty to present their work inside the department for constructive feedback from both junior and senior colleagues. One department at Stanford and another at Harvard set aside a portion of their annual departmental faculty retreats as time for pre-tenure faculty to introduce themselves through their work to the entire department; another department schedules monthly sessions where each tenure-track faculty member is encouraged to present current research to colleagues. At Duke, we learned of colloquia that exist for displaying research projects to departmental colleagues and other interested faculty members and graduate students across the university. Duke fosters a commitment to interdisciplinary research through cross-departmental faculty seminars and working groups, which provide opportunities for faculty to collaborate on research projects. At Brown, the Provost's Office (under an NSF ADVANCE grant) distributes $15,000 career development awards that tenure-track faculty can use to build bridges with mentors at other institutions and to start collaborative projects with senior faculty elsewhere.

Marketability

During the probationary period, pre-tenure faculty members need to be prepared for the competitive landscape of the faculty labor market. When junior faculty come up for tenure review, they need to "sell" themselves by assembling a strong dossier and collecting letters of recommendation from experts in their discipline in order to earn the tenured position, sometimes competing against the best in their field. During our interviews, we learned that pre-tenure faculty look to trusted senior colleagues or mentors for advice on how to navigate the political climate within the department, how to use an outside offer to their advantage, and how to ensure a deep pool of potential recommendation letter-writers. In short, achieving tenure requires a well thought-out strategy, in addition to top-notch scholarly contributions to one's field, success in the classroom, and dedication to the campus community.

The department Chairs and senior faculty members who mentored their junior colleagues on how to market themselves stressed the importance of building a network of contacts within one's discipline and raising one's intellectual visibility. Department Chairs urged pre-tenure

faculty to attend conferences (and offered travel subsidies) as a way to meet people in their field outside their university; others invited experts in the field to campus for speaker series and asked their pre-tenure faculty to coordinate those sessions. One Dean at Duke encourages early-career faculty to engage in service within their professional organizations to increase visibility within their discipline. At Stanford, one Chair invited an accomplished scholar in the specialty area of a pre-tenure faculty member to spend a day or two on campus to discuss his research and give him feedback. A pre-tenure faculty member at Harvard described how one of her senior colleagues advised her to distribute her CV along with her research and teaching statements and published papers to potential letter-writers.

MENTORING, A CULTURE OF SUPPORT, COLLEGIALITY & COLLABORATION

COACHE data show that institutional culture impacts the satisfaction and success of its pre-tenure faculty to a great extent. A number of factors—some of them vague or inscrutable, others more specific and many long-standing—influence a culture. At all of the universities we visited, senior academic leaders and administrators discussed how they might create a culture of support, promoting the collegiality and collaboration so highly valued by this new generation of faculty. While it can be challenging for an institution to pinpoint exactly what defines its culture, implementing formal and informal mentoring programs and engaging senior faculty in the professional development and success of their junior colleagues were frequently cited as ways to effect positive climate change on campus.

Formal Mentoring

Mentoring exists in one form or another at each of the sites we visited. Not all of the sites have implemented a formal mentoring program, and even at those universities that have formalized mentoring, the degree to which the program is institutionalized, or carried out in a uniform way across the university and within each department, differs, as does the way the program is structured. Is there administrative and financial support for the program? Are guidelines provided to new mentors? How are matches made? How many mentors should one tenure-track faculty member have? Are incentives offered, such as monetary awards or course release time? Or is mentorship tied to performance evaluations? Is the program voluntary?

Much has been written about the effectiveness of formal mentoring programs, and since we found a number of different iterations at the universities we visited, we seek to offer a brief snapshot that highlights the key formal mentoring practices we uncovered. Stanford has implemented a mandatory, university-wide mentoring program, where every new junior faculty member is assigned a mentor upon arrival on campus. At Brown, a voluntary mentoring program exists, and at Virginia, each pre-tenure faculty member is paired with two mentors – one inside his or her department and one from outside the department. The university bestows an "Excellence in Mentoring" Award of $5,000 annually as an incentive and a reward. Through its Graduate School of Arts & Sciences, Harvard also offers a mentoring award, which confers release time in recognition of time donated to counseling others. Since cultures vary across different schools within a university and within different departments, a one-size-fits-all mentoring program will not be effective. In acknowledgement of such diversity of local cultures, Harvard's Office of Faculty Development & Diversity gathered a collection of effective mentoring practices—from within and outside the university—to create a toolkit for department Chairs

and senior faculty members.

Despite the variations in the formal mentoring programs, a number of common themes emerged. Tenure-track faculty members appreciate the freedom to choose, from among a group of potential mentors, whom they would most like as a formal adviser. Dedicating administrative infrastructure to manage the program lessens the burden on both mentor and mentee and allows the participating faculty members to focus on the substance of the relationship rather than the logistics of the arrangement. The program should also provide a protocol for how a junior faculty member can terminate a relationship that is not constructive. We learned that effective formal mentoring programs supply participants with a set of guidelines and expectations, and offer a definition of what "mentoring" at that institution means. In the absence of recommended guidelines, pre-tenure faculty may receive mixed messages.

The limitations of intra- and inter-departmental mentoring must be recognized and taken into consideration. Pre-tenure faculty do not always feel comfortable exposing vulnerabilities or asking certain questions of senior colleagues who may be involved in making their tenure decision. To reduce their anxiety about confidentiality issues, institutions pair tenure-track faculty with mentors from within and outside their home department. A note of caution here: a mentor outside one's department may not be able to offer accurate guidance on how to navigate the tenure process within another department. If pre-tenure faculty members are assigned too many formal mentors they run the risk of being "over-mentored," which could affect the reliability and consistency of information a junior faculty member receives. After all, they are looking for someone who can be "supportive, but in a non-interfering way."

Informal Mentoring

Although pre-arranged one-on-one or two-on-one relationships may be the first thing that comes to mind when one hears "mentoring," mentorship takes many other forms. Some tenure-track faculty members find informal mentoring relationships, which usually grow "organically" out of shared research interests, similar backgrounds or even hobbies, preferable to formal arrangements. At many institutions, informal mentoring occurs alongside more formal mentoring programs. At Duke and Chapel Hill, we uncovered a culture of informal mentoring, where tenure-track faculty felt comfortable approaching a senior colleague or department Chair with questions about the tenure process, for help with a grant proposal or for advice about where to publish. Another popular example we found is peer mentoring, or the periodic gathering of pre-tenure faculty within a department, school or institution, which arose as an outgrowth of new faculty orientation or informal lunches with the department Chair at a number of the sites we visited.

A culture of informal mentoring places the onus on junior faculty to reach out to senior faculty, yet not every department within an institution facilitates those types of informal interactions. Relying solely on an informal system can negatively effect women and faculty of color because there are fewer opportunities for those groups to find "someone like me," that is, someone with whom they share a natural affinity or feel comfortable approaching outside the boundaries of a formal mentoring relationship. At many of the research universities we visited, once informal interactions ultimately became more formalized to benefit all. For example, Chapel Hill launched a "Women in the Sciences" lecture program, while Stanford formed a Women's Forum. Duke organized a Black Faculty Caucus to provide black pre-tenure faculty with op-

portunities to network with black senior faculty. At the request of the black pre-tenure faculty who participated in the Caucus and wanted to meet other junior faculty on campus, irrespective of race, the Provost extended the program to all pre-tenure faculty at Duke, essentially creating a peer mentoring program.

At those institutions where informal mentoring thrives, we learned that Chairs play a crucial role in shaping a culture that encourages and expect that people will come together intellectually, professionally and socially for the betterment of the entire department.

Engaging Chairs & Senior Faculty

Without the cooperation and willing involvement of department Chairs and senior faculty members, mentoring would not exist. It is also unrealistic to expect that one or two assigned mentors will provide all of the guidance and advice an early-career faculty member needs to succeed. Earlier in this report, we provided a number of examples of professional activities that bring together senior and junior faculty members such as team-teaching, research and working groups, colloquia, and service on committees. Throughout our interviews, we heard time and again how Chairs influence departmental culture, for better or worse. Thus, it is vital that a Chair learn to become an effective mentor and relationship-builder so that he or she can lead by example and encourage his or her senior colleagues to do the same. All of the institutions we visited offer department Chair training around mentorship in some form. Brown and Chapel Hill host department Chair workshops specifically on mentoring. The Dean of Harvard College requested one department Chair to distribute her list of successful guidelines for mentoring junior faculty at a Chairs' Council meeting. Stanford also produces mentoring guidelines for its faculty.

WORK-LIFE QUALITY & BALANCE

Domestic and personal pressures compound the stress tenure-track faculty members experience during their probationary period, which typically coincides with the years during which one commits to a spouse or partner, starts a family, buys a home, and may begin caring for aging parents. Many institutions have become more cognizant of this continual tug-of-war, and their awareness is reflected in the solutions universities are offering to help pre-tenure faculty strike a balance between their personal and professional lives.

Dual Career Couples & Spousal Hiring

Tackling the issues of dual-career couples and spousal hiring remains challenging for all of the institutions we visited. Some, like Harvard and Stanford, belong to their regional chapters of the Higher Education Recruitment Consortium (HERC), an organization that provides resources to assist the spouses and partners of faculty in finding local employment and information on opportunities for dual-career academics, thus aiding in its member institutions' ability to recruit and retain faculty. In the absence of a HERC, the Provosts at Chapel Hill, Duke, and North Carolina State University joined forces to build a mutually beneficial spousal hiring arrangement. For example, if Duke hires a faculty member and Chapel Hill or NC State hires his or her spouse, Duke will pay a portion of the spouse's salary. At Chapel Hill, the Provost pays one-third of the spouse's salary, the college hiring the faculty member pays one-third, and the partner university pays one-third. In at least one case, Stanford offered to pay the full salary if a nearby

institution hired the spouse of a faculty member. Such arrangements usually permit for a diminishing contribution from the primary university over time. We also learned of cases where both spouses or partners in an academic couple were hired by the same institution; sometimes both were offered tenure-track positions, while at other times the "trailing" spouse was given a lectureship or adjunct position. Generally, across all of the six sites, situations involving dual-career academics were handled on a case-by-case basis, due to a lack of formal policy.

Personal/Parental Leave & Stop-the-Clock

During our site visits, we found variations of personal and parental leave policies –- ranging from nonexistent to university-wide; from negotiated to automatic; for women or for all; and paid or unpaid. A Sloan Award allowed Duke to create a flexible work arrangements policy, which helps pre-tenure faculty with a family-related issue, such as an ill child, parent or spouse/partner, to scale back (instead of taking a full, unpaid leave) for a semester. This option is renewable up to three years. Brown issued and publicized a formal policy of automatically stopping the tenure clock for one year when a male or female faculty member takes teaching relief to fulfill parental duties. By making it automatic, the Brown administration believed it would become a norm. Virginia and Harvard also have automatic stop-the-clock policies for primary caregivers. At Chapel Hill, faculty members may extend their tenure clock upon request.

Note: While it is vital that institutions offer parental leave and stop-the-clock options to pre-tenure faculty, tenure-track faculty members will not fully take advantage of these policies if the institutional or departmental culture attaches a stigma to the policy or inadvertently penalizes individuals for utilizing them. This potential risk explains why a number of female faculty members with whom we spoke chose to opt out of automatic tenure extensions. Some junior faculty worried about the "ratcheting up" of expectations if they were to take time to be with their new child. Male and female academics alike expressed concern that it would detract from their reputation as serious, dedicated scholars. Some female faculty members believed that stopping their tenure clock due to childbirth would negatively affect their chances of earning tenure because they were unsure how their senior colleagues and those writing recommendation letters might interpret such an interruption. Therefore, we learned that it takes more than just a new policy to create the culture shift necessary for large research universities to become a truly "family-friendly" workplace for faculty.

Childcare

Ideally, tenure-track faculty members with young children will find high-quality, low-cost and conveniently-located child care, but we learned that they are lucky if only one of these three major considerations are met. In addition to daily child-care, academics must plan for someone to care for their children when they are conducting field research, presenting at conferences, and attending departmental functions and committee meetings in the evenings and on weekends. The expense, lack of availability and lack of options when it comes to child-care were of great concern to the pre-tenure faculty with whom we spoke. For many institutions, providing reasonable, on-site childcare is an expensive proposition. In our interviews, we uncovered a number of ways the child-care issue is being addressed.

Stanford publishes a "Family Matters @ Stanford" brochure outlining the programs, policies and resources the university offers specifically to support faculty members. Stanford's child-care and child-support programs include on-campus child-care centers, an emergency back-up child-care program, parent and babysitting networks, a child-care subsidy grant program,

dependent-care research travel grants, an adoption reimbursement program and a tuition grant program. Brown offers each pre-tenure faculty member up to $750 annually to cover child care expenses related to professional travel. On the departmental level at a number of the institutions we visited small changes, like holding staff meetings between 9:00am and 4:00pm instead of at 5:00pm or 6:00pm, were cited as ways of becoming more "family-friendly." In addition to offering tenure extensions due to childbirth or adoption, some institutions, like Stanford, have expanded their policy to include extensions due to elder care or other dependent care responsibilities.

DIVERSITY

Through our conversations with senior administrators about recruiting and retaining a diverse faculty, a common theme emerged: diversity initiatives require a combination of financial support and leadership from the top to be successful. As one administrator explained, "It's about the message and the money." The six institutions we visited shared common challenges in recruiting, retaining and developing pre-tenure faculty of color and female faculty, especially in fields where they are under-represented. We have highlighted a number of strategies these universities have adopted to improve faculty diversity and the work satisfaction of pre-tenure faculty members of color.

Message & Money

At Stanford, the President and Provost issue explicit statements in support of faculty diversity in the university's "Building on Excellence: Guide to Recruiting and Retaining an Excellent and Diverse Faculty," and department Chairs reinforce the message by delivering the charge to faculty search committees. Several Deans have begun to hold their department Chairs accountable by requesting an annual report of actions taken to improve faculty diversity and evaluating how well the Chairs are meeting certain diversity objectives during performance reviews. Duke's Provost incorporated a ten-point faculty diversity plan derived from a Faculty Diversity Standing Committee Report, into the university's strategic plan. One step involved forming a committee to monitor faculty numbers and issues, and to conduct exit interviews. Another included a $1 million commitment to the recruitment of underrepresented minority faculty in certain academic areas. A third step created the position of Vice Provost for Faculty Diversity and Development. At a number of institutions we visited, the promotion of women and persons of color to visible leadership positions reinforced the message that diversifying the faculty ranks was considered a priority by the administration. At Brown, the Office of Associate Provost and Director of Institutional Diversity issued "A Diversity Action Plan for Brown University," and the Office of the President's "Plan for Academic Enrichment" Status Report included a tally of actions taken to diversify the faculty, as well as specific, measurable objectives for the future.

Recruiting & Retaining a Diverse Faculty

All six research universities have created post-doctoral programs for minority and female academics as a means of addressing the pipeline problem—the lack of women and under-represented minority faculty in certain fields—and many of these programs exist at the individual departmental level. For example, Harvard's Chemistry Department instituted a

post-doctoral program for women and underrepresented minorities. Other recruitment initiatives are university-wide and driven by central administration. Chapel Hill relies on opportunity hires and cluster hires funded through the Provost's Office to attract faculty of different backgrounds to the university. Brown's target of opportunity hiring program seeks to attract prominent or promising scholars who are also under-represented minorities (as well as women in the sciences) and encourages departments to consider these types of candidates even when there is not necessary a tenure-line open. The importance of educating search committees on tactics for developing a broad and deep pool and combating unconscious bias arose during a number of our interviews. Duke's Vice Provost for Faculty Diversity and Development met with many search committees to discuss strategies for finding candidates of color they may have overlooked and how the committee can "sell" the institution on its strengths, like flexible work arrangements and cross-disciplinary research opportunities, to attract diverse talents.

A number of different programs aimed at retaining new tenure-track faculty of color have also emerged from the research universities we visited. For example, Virginia's Excellence in Diversity Fellows program offers minority tenure-track faculty support for teaching, research and publishing, networking opportunities and provides small grants to participants. Black pre-tenure faculty members who belong to the Black Faculty Caucus at Duke University meet on a regular basis with their black senior colleagues, forming mentoring relationships. Several department Chairs and administrators mentioned the need to reward faculty of color who carry an additional service burden because they advise and mentor minority students and serve on extra committees, activities that cut into the time they could be devoting to their research endeavors.

Conclusions & Recommendations

The institutions that are most successful in recruiting and retaining pre-tenure faculty are those that: A) Use COACHE data in the right ways at the right times in the right venues; B) Take the lead, provide support for other campus leaders on these issues, and hire/develop new leaders; and C) Take diversity seriously, doing more than just paying lip-service to inclusive excellence.

USE YOUR COACHE DATA

The most effective institutions make wise use of the quantitative and qualitative data provided in their COACHE reports. There is little that exasperates faculty more than spending precious time taking part in an institutional survey only to wonder, "Whatever happened to that?" The COACHE report provides valuable information about the state of pre-tenure faculty job satisfaction in the key areas of importance to them (e.g., tenure, nature of work, climate, and policy effectiveness) benchmarked against five peers and all other universities, and highlights critical differences by gender, race, and academic area.

Several approaches to data dissemination were employed at the six universities showcased in this report, as follows.

- The President and Provost shared data with the Corporation/Board or a sub-committee of the Board.
- The Provost met with Dean's Cabinet; Deans were held responsible for pushing information down through the schools.
- The Provost held meetings with members of Promotion & Tenure committees to discuss issues of clarity and transparency of performance expectations.
- The Deans held meetings with Chairs and pre-tenure faculty to discuss areas of dissatisfaction and what might be done to improve as well as to develop mentoring programs.
- Other uses of COACHE data:
    - Fodder for new faculty orientation, workshops and seminars, and Q&A sessions
    - Material for presentation and discussion at Faculty Senate meetings
    - To dispel myths (e.g., one campus thought it had "solved the mentoring problem" but it had not)
    - Basis for workshops for department chairs
    - For faculty development built into the Academic Plan or other long-term strategic planning
    - Background for search committees; as a recruiting tool
    - In conjunction with other assessments for accreditation purposes
    - To influence state legislatures and the political process

LEADERSHIP

Leadership at all levels is required to create work environments where pre-tenure faculty members thrive. Here are some successful practices we uncovered during our site visits:

- **Involve stakeholders at the highest level.** Include your Board or Corporation in discussions about faculty recruitment and retention. Form an advisory council comprised of high-level senior faculty members and administrators who share an interest in transforming the institution to help ensure a culture of excellence and commitment to being a great place to work.
- **Establish a high-level office.** Whether it's a Provost for Faculty Development and Diversity, a Chief Officer for Diversity and Equity, a Vice President for Multicultural Affairs or a Vice Provost for Institutional Diversity, the creation of a senior position (ideally with resources and a reporting line to the president) sends a strong signal of commitment to early career faculty success and diversity not only to the campus community but also outside the institution to potential employees and other key constituents.
- **Strive to find leaders who "get it."** Hire Deans who want to lead and who have a proven track record on these issues and hold Deans accountable for setting clear performance targets (e.g., for diversity, inclusive culture, support of pre-tenure faculty members). Put women and persons of color in leadership positions and provide them with support. Provide development workshops for all department chairs – old and new alike.
- **Reinforce the message with other forms of tangible support.** Presidents, Provosts and other leaders must "walk the talk" about inclusive excellence and creating a culture of support for pre-tenure faculty success. Use the power of the purse to incentivize stakeholders.
- **Use data.** Calculate the cost of unwanted pre-tenure faculty turnover, including the costs of searches and start-up packages, and educate those who influence the lives of faculty. Determine the right "institutional moments" to insert COACHE findings into discussions. Ask the right questions at the right tables at the right time. Bust the myths that keep a culture from evolving.
- **Other advice for leaders:**
  - Refuse to accept the status quo/business as usual
  - Take incremental steps; persist
  - Be transparent; communicate
  - Develop other leaders; be a mentor

DIVERSITY

The institutions that excel in recruiting and retaining a diverse faculty will also likely lead in the recruitment and retention of a diverse student body and produce graduates well-prepared for the workforce and competition on a global scale.

- **Engage in "active" recruiting.** Department chairs, search committee members and other senior faculty in the department should personally reach out to prospective women and minority candidates and invite them to apply.

- **Read resumes for "clues and cues."** Pay attention to cues on CVs that indicate whether a candidate might be a woman or person of color. Ask your General Counsel for guidelines for identifying diverse candidates and (legal) ways to involve race and gender in discussions about applicants for faculty positions.
- **Plug the leaky pipeline.** At conferences, seek out graduate students who may be potential candidates for academic positions. Review conference programs for promising young scholars and consider prize winners. Attend their talks and research presentations and invite them to campus for a visit with the department or to attend a colloquium on campus.
- **Tap into the network of minority scholars.** One institution's graduate students are another's pre-tenure faculty members. Use resources such as the Leadership Alliance's Emerging PhD's Yearbook and the Meyerhoff Program alumni directory to identify promising scholars of color. Build community among underrepresented faculty on your campus and take advantage of the connections fostered by networks of minority scholars on campuses across the country.
- **Institutionalize commitment to diversity.** Make clear to every search committee what a "diverse applicant pool" means. If a committee's short-list is not considered "diverse," deans should not allow the search to move forward.
- **Fund target-of-opportunity hires.** Consider funding additional faculty lines through the Provost's office for top minority prospects. Extend those funds to hire spouses/partners of target hires if the target is an under-represented minority.
- **Hold committee members accountable.** Provosts should provide every search committee with a list of actions they must take towards recruiting a diverse pool. Identify who will be responsible for carrying out each action and create an incentive structure.

Appendices

APPENDIX A

Interview Sample

	Administrators	Pre-tenure Faculty	Chairs/ Senior Faculty
Brown University	5	1	1
Duke University	4	4	5
Harvard University	4	0	8
Stanford University	4	7	5
University of North Carolina, Chapel Hill	4	3	4
University of Virginia	6	4	4
TOTAL	27	19	27

APPENDIX B

Interview Protocols

PRE-TENURE FACULTY

[Q1] Do you know whether your institution participated in COACHE?

No > **[Q4]**

Yes > **[Q2]** Did you complete the survey?

[Q3] Has anything happened that you would attribute to [INSTITUTION]'s participation in COACHE?

No> **[Q3B]** Why do you think no actions were taken?

Yes> **[Q3A]** What has happened? What do you think of the actions that were taken? Should the institution have done more? Something different?

[Q4] What has the most impact on your satisfaction with your workplace?
[Put another way: What would most increase your job satisfaction?]

[Q5] Who could do what that would most improve your prospects for achieving tenure?

[Q6] What will most affect your decision to stay here?
[Probe what else in addition to achieving tenure will most affect your decision to stay here.]

[Q7] Have tenured faculty demonstrated an appropriate level of interest in your success. Please explain.

Yes > **[Q7A]** How so?

No > **[Q7B]** What should they do, or do better?

[Q8] How would you respond if a candidate for a tenure-track job here asked you, "Is this a great place to work?" Would your answer be different if the candidate were a woman or a person of color?

[Q9] When you think about the culture in your department what, if anything, would you most like to see change? What are the primary obstacles to making the change?

SENIOR FACULTY

[Q1] Have you heard about the COACHE survey of junior faculty job satisfaction?

No > **[Q4]**

Yes > **[Q2]** To your knowledge, has anything happened as a result of [INSTITUTION]'s participation?

No > **[Q3a]** Why do you think that is?

Yes > **[Q3b]** What has happened? What has been particularly effective?

[Q4] What do you think are the most important factors in the level of work satisfaction among junior faculty?

[Q5] What specifically does the senior faculty routinely do to improve the quality of work life and work satisfaction for junior faculty?

[Q6] What further steps, if any, could be taken to improve the quality of work life and work satisfaction for junior faculty? Why haven't those steps been taken?

PROBE: What needs to change? What might convince senior faculty to take action?

DEPARTMENT CHAIRS

[Q1] How many senior faculty and junior faculty do you have in your department?

[Q2] Have you heard about the COACHE survey of junior faculty job satisfaction?

No > **[Q7]**

Yes > **[Q3]** Have the COACHE survey results been shared with you?

Yes > **[Q4]** In what setting?

No > **[Q6B]**

[Q5] Has your department used or discussed the COACHE survey results?

Yes > [Q6A]

No > [Q6B]

[Q6A] Has anything changed as a result of your participation in COACHE?

[Q6B] Why do you think that is?

[Q7] What have you tried that worked? That doesn't work? Not tried because there's insufficient support among the senior faculty to do so?

[Q8] What needs to change? What might convince senior faculty to take action?

[Q9] What is your sense of this department's culture? What two adjectives best describe it?

[Q10] What, in your view, are the primary work-life issues of junior faculty?

[Q11] What work-life issues or policies do junior faculty most ask you about?

[Q12] What policies or practices have you found especially helpful in recruiting and retaining junior faculty?

[Q13] What have you done to the greatest positive effect to equalize workload?

[Q14] To foster diversity?

[Q15] Do you have a formal mentoring program?

Yes > [Q16A] How effective is it? How do you know?

No > [Q16B] Have you considered one?

[Q17] How often do you provide performance feedback to junior faculty? Is that written?

DEANS, PROVOSTS:

[Q1] What, in your view, are the most important factors in determining the level of work satisfaction among junior faculty?

[Q2] How familiar are you with your COACHE results?

Not at all > [Q14]

Some or very > [Q3]

[Q3] What were the most important findings from your COACHE data?

[Q4] In what ways, if any, have the COACHE data changed how you think about junior faculty work life? What you do to improve junior faculty work life?

[Q5] With whom were the data shared, in what formats, and in what meetings or forums?

[Q6] What were the outcomes of these meetings?

[Q7] What specific action steps did you take that were precipitated largely or solely by the COACHE data?

[Q8] What new policies or practices have been proposed or implemented?

[Q9] Which have worked well, and why?

[Q10] Where has there been resistance to change and why?

[Q11] What challenges have been most problematic?

[Q12] Is there any data in COACHE that you have used or can use to create such change?

[Q13] How might the COACHE survey, report format, or follow-up activities be improved?

[Q14] What most encourages senior faculty to invest in the success of junior faculty?

[Q15] Is there something the president could do that would make a dramatic difference in improving the life of junior faculty?

APPENDIX C

Related Faculty Diversity & Development Resources

Brown University

Dean of the Faculty:
http://www.brown.edu/Administration/Dean_of_the_Faculty/policies/

ADVANCE Program at Brown University:
http://www.brown.edu/Administration/Provost/Advance/

Duke University
Office of the Provost, Faculty Diversity and Faculty Development:
http://www.provost.duke.edu/units/FacDiversity-Development.html

Harvard University
Office of the Provost, Faculty Affairs:
http://www.faculty.harvard.edu/

Office of Faculty Development & Diversity:
http://www.faculty.harvard.edu/05/

Stanford University
Faculty Development and Diversity Office:
http://facultydevelopment.stanford.edu

Stanford University, Faculty:
http://www.stanford.edu/home/faculty/

Faculty Development Center:
http://www.stanford.edu/group/SFDP/

University of North Carolina at Chapel Hill
Office of Executive Vice Chancellor & Provost:
http://provost.unc.edu/

Center for Faculty Excellence:
http://cfe.unc.edu/

University of Virginia
Vice Provost for Faculty Advancement:
http://www.virginia.edu/vpfa/

Executive Vice President & Provost:
http://www.virginia.edu/provost/

COACHE Highlights Report 2008
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